DOCUMENT RESUME

ED 199 066 SE 034 295

TITLE Population Education in Literacy Programmes: 2. A Collection of Curriculum Materials.

INSTITUTION United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.

PUB DATE 80

NOTE 125p.: For related documents, see SE 034 294 and SE 034 296. Contains occasional light type.

EDRS PRICE MF01/PC05 Plus Postage.

DESCRIPTORS Adult Education; Adults; Basic Skills; *Developing Nations; Elementary Secondary Education; Environmental Education; *Family Planning; *Integrated Curriculum; *Literacy Education; *Population Education; Postsecondary Education; Science Education; *Social Problems

ABSTRACT

Comprising this manual are lessons, exercises and curriculum materials which show how literacy programs can reach illiterate youth and adults with population education messages. Each sample lesson includes information regarding its content, objectives, methodology, and user level. A primary objective of the materials is to encourage instructors to explore population education contexts other than family planning so that the integration of population concepts into literacy programs will be more systematic and comprehensive. Topics presented include contraceptive methods, city life, and the relationship of family size to such parameters as income, food, education, health, and land. The manual is one of a series of three sets of population materials gathered from curricula developed and workshops held in Asia and Oceania. (Author/WB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED199066

POPULATION EDUCATION IN LITERACY PROGRAMMES: 2

A Collection of Curriculum Materials

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Carmelita Villanueva

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Population Education Programme Service
UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA AND OCEANIA
Bangkok, Thailand, 1980

SE 034 295

Unesco 1980

Published by the
Unesco Regional Office for Education in Asia and Oceania with
funding support from the United Nations Fund for Population Activities
P.O. Box 1425, Bangkok G.P.O.
Bangkok, Thailand

Printed in Thailand

Opinions expressed in this publication do not necessarily coincide with official views of Unesco. No expression of opinion is intended herein concerning the legal status or the delimitations of the frontiers of any country or territory.

The material printed herein may be reproduced in small part only by sending three voucher copies of the reproduction to the Population Education Clearing House, Unesco, Bangkok, at the address above. If it is desired to reprint an entire book, either in English or in translation, permission must be obtained from the Director of Unesco, Bangkok.

INTRODUCTION

This collection of instructional materials is in response to a number of requests from around the world, most especially from the countries of Asia and Oceania, for sample lessons and learning materials which integrate population education into various out-of-school development programmes. The systematic introduction of population education into programmes of education for out-of-school youth and adults is a recent undertaking. While it is true that population education forms a part of the broader programmes of education and development, the quantity and quality of the population education content are determined by the objectives, priorities and content of the "mother" programmes and by the opportunities that the programmes make available for inclusion of the population education concepts. Thus unlike in the in-school sector, out-of-school population education does not exist as a separate and distinct programme.

Since many of the development and non-formal education programmes are not totally population education-oriented, the strategies and materials in use are not exclusively applicable to population education. The emphases of the materials are still on the subject focus of the mother programme. Population education content is often only implied and subsumed insignificantly under the main subject focus. On the whole, there seems to be a dearth of materials and strategies that have been expressly developed just for the out-of-school population education concepts.

It is for this reason that this set of instructional materials has been put together; but most specifically to:

a) assist development workers, functionaries, curriculum developers and other out-of-school professionals to locate appropriate entry points for integrating population education into development programmes and effecting the entry in such a way that there is continuity in content coverage, giving adequate treatment of population education topics and at the same time not distorting or leading away from the original purposes of the "mother" programme; and

b) encourage the users to go beyond the narrower interests of family planning and to explore other contexts within which population education could be relevant, so that the possibilities for integrating population education concepts into educational programmes for community development will be more systematic--elevating the field to status relatively greater than incidental.

The above objectives have made the selection and screening of the materials included in this collection quite difficult. The main sources of these materials are workshops and meetings which have been undertaken precisely to develop curriculum and instructional materials that will systematically integrate population education into non-formal education and development programmes. These workshops were held both at the regional and national levels and mainly funded and organized by the Unesco Population Education Programme. Three of these workshops were held at the regional level where the development of materials was a collaborative undertaking among participants from various Asian countries. The rest of the materials were derived from the results of national workshops held in

Indonesia, Bangladesh, India, Thailand, Malaysia and the Philippines. The rest of the materials were derived from publications of other international agencies.

ORGANIZATION OF THIS COLLECTION

This collection of materials is divided into two parts: a) the actual curriculum materials and lesson plans and; b) the syllabi or course outlines which are meant to provide the broader framework for identifying appropriate entry points for integrating population education content.

The actual lesson plans, on the other hand, have been further grouped into two parts: a) population education materials as integrated into literacy programmes using such literacy methods as reading, writing, arithmetic, language comprehension, visual perception techniques and group discussions, games and simulations, programmed instructions and others; b) population education materials as integrated into non-formal development education programmes such as health and sanitation, nutrition, family planning, green revolution, population dynamics, agriculture, poultry raising, handicrafts and others.

Each sample lesson is introduced by some initial information as to its content, objectives, methodology and level of users. As compared to the in-school set of instructional materials which has also been collected and put out into six booklets by the Population Education Clearing House, the materials contained in this collection are more varied in content, methodology and target users. The diversity can be attributed to the following factors:

a) the range of development organizations which incorporate the population education activities covers both government and private sectors at the national and local levels whose goals may be community development-oriented, population-oriented or business and commercial-oriented;

b) the audience is very heterogeneous especially in such characteristics as age, maturity, literacy, level of education, socio-economic and cultural background, religious beliefs and marital status. However, since a majority of the agencies concerned are involved in rural development activities, it is logical that, taken all together, the target audience is predominantly rural. As a whole, the out-of-school target audiences include youth, young adults, married couples, mothers, village workers and others. A significant portion is illiterate, and/or unskilled and/or unemployed;

c) the range of methodologies and strategies used for instruction logically follows the variety of educational backgrounds of the target audiences. Thus, the range and methodologies used include programmed instructions, group discussions with or without audio-visual aids, role-playing, problem-solving, puppet shows, games and simulations and other participatory methodologies;

d) the contents also cover a variety of specific emphases from fertility and fertility-related factors, demography and development subjects such as food, agriculture, nutrition, health, education, literacy and others.

The final goal of this set of materials is to provide the out-of-school workers with tools for welding population education concepts into existing non-formal

development education programmes so tightly that there could be no way for learners to have learned to read, write, compute, plant, cook and sew, for instance, without having been influenced by population education content and vice-versa.

The lessons in this booklet are not intended to be comprehensive. Hopefully these few lessons should generate more contributions from the users by providing us with actual lessons which they think can be of great use to other countries.

The Clearing House would appreciate feedback from the users regarding its use or non-use.

About This Part

This part provides a good source of actual lessons, exercises and curriculum materials which show how literacy programmes are being used to reach the illiterate youth and adults with population education messages. As the learners learn how to read and write, understand the language, compute and develop their vocabulary, they also simultaneously learn the concepts and importance of population education and family planning, the relationship between size of family and income, food, education, health, land and other aspects of quality of life, the difficulties of living in the cities and the use of various contraceptive methods. The lessons use methodologies which are aimed at developing literacy skills such as group discussion, visual perception techniques, case studies, puppet shows, programmed instructions, role playing, games and simulations. It is quite apparent that the range of population contents covered in most literacy programmes are limited to family planning-oriented topics such as family size, marriage, family planning methods, duties and responsibilities of parents, family income and expenditures as related to family size and some migration concepts. One of the many reasons for this particular orientation is because majority of the out-of-school target audiences in this field belong to the eligible couples group who are married or about to get married and are therefore, in the fertility age-group.

Half of the number of lessons included in this part was derived from the following workshops:

1) Unesco Regional Field Operational Seminar on the Application of Functional Literacy Approaches to Population Education and Family Planning held in Lembang, Indonesia from 26 February to 18 March 1973;

2) Unesco Regional Field Operational Seminar on Post-Literacy Activities Linked with Population and Family Planning Education held in Punta Baluarte, Philippines from 25 March to 14 April 1974;

3) FAO's Workshop on Integrating Population Concepts in Farm Management Courses which was held in the University of the Philippines, Los Banos;

4) A Workshop in Materials Development for Non-formal Education held in Sulawesi, Indonesia in 1975 and in collaboration with the Center for International Education University of Massachusetts.

The rest of the lessons were taken from publications of organizations engaged in population education and literacy programmes which pilot tested or experimented the techniques described in the lessons and curriculum materials.

The four workshops and seminars just mentioned had more or less similar objectives: to demonstrate the integration of literacy in family planning and population education programmes and to involve specialists from various disciplines in preparing and producing population and family planning education-oriented resources and materials. In achieving these, the participants underwent the following activities: (a) Review of how population and family planning education are integrated into literacy programmes of some Asian countries focusing on problem areas; (b) Solving problems by first, studying the profile, situations, problems and needs of the community; (c) Based on these identified priority problems, the participants translated them into educational objectives, defining content and identifying appropriate methodologies. Following this framework, they developed various curriculum materials integrating population education with literacy materials; (d) Finally, these curriculum materials were pilot tested and evaluated on the users in terms of users' achievement in knowledge and change in interests and attitude.

On the other hand, the lessons derived from other organizations' publications are the results of actual projects and activities undertaken in some countries which have experienced integrating population education into literacy activities. One example is the Demonstration Project of the Philippine Rural Reconstruction Movements (PRRM) which undertakes functional literacy for out-of-school youth and adults. Using this existing programme as the vehicle, PRRM has developed several curriculum materials integrating population education concepts with the most immediate problems of the target audience. In this way, learning of literacy skills and population education concepts are immediately internalized as they serve to provide some direct solutions to the problems the audience are experiencing at the moment. The other two publications, printed by the Unesco Regional Office for Education in Asia and Oceania and International Institute for Adult Literacy Methods also provide a collection of actual lessons, games and simulations which were developed by experts and specialists who have been involved in the nonformal education and population education programmes in various country settings.

CONTENTS

1. Family, family size and family income (Reading and riting) 1-3

2. Family income and size of family (Arithmetic) 4-6

3. Duties and responsibilities of good parents (Reading, language comprehension, group discussion) 7-9

4. Delayed marriage and migration (Case study and group discussions) 10-12

5. Relationship between man and land and effects of increase in family size to land resources (Flannel board and group discussions) 13-16

6. Comparing expenditure per month of a large-sized family and small-sized family (Programmed instruction, group discussion, problem solving) 17-22

7. Family size, family planning, environment (Visual perception techniques) . . . 23-25

8. Farm management and population (Investigation, interviewing, discussion) 26-28

9. The family, responsible parenthood, role of father and mother in the family (Pictorial and flash cards, question and answer, reading and writing) 29-31

10. Balancing family size and holdings (Puppet shows and discussions) 32-35

11. Comparing a small-sized and a large-sized families (Self-instruction) 36-41

12. Life in an urban slum (Game and simulation) 42-45

13. Immigration, shantytown (Game and simulation) 46-48

14. Market and managing resources (Game and role-playing) 49-50

15. Building a community, community self-help (Game) 51-56

CONTENT:	FAMILY, FAMILY SIZE AND FAMILY INCOME, PLANNING MARRIAGE
OBJECTIVES:	1. *To practise reading and writing.* 2. *To gain understanding about family composition.* 3. *To be able to relate family income with family size.* 4. *To realize the responsibilities that go with marriage.*
METHODOLOGY:	READING AND WRITING
LEVEL OF USERS:	EXERCISE 1 & 3 - LITERATES EXERCISE 2 - SEMI-LITERATES

Exercise 1

Maria Santos, age 20 years, was a lovely girl from Barrio Luksuhin. She was married to Pedro Reyes, age 22 years, a native of Barrio Talisay on June 30, 1970. The couple inherited one hectare of agricultural sugar-cane land, which gave them an income of five thousand pesos (₱ 5,000.00) a year. They had a house of their own beside their field. Maria was such a good housekeeper which made her husband very happy.

One year after their marriage came their first child. He was named Pedro, Jr. after the father. He was a very cute and healthy child. The parents loved him so much and wanted him to be an educated man and so they tried to save twenty pesos (₱ 20.00) a month for his education.

A year after the birth of Pedro, Jr. a baby girl was born to the couple. She was named after her grandmother, and so they loved calling her Maria Teresa.

Then two more daughters came after Teresa, Maria's health began to fail because of repeated pregnancies and household work that over burdened her. The family's income was now found barely enough to meet the needs of the members of the family. Pedro also became sickly because he had to work very long hours.

Discussion Questions

1. *From where was Mrs. Reyes?* _____
2. *Where did the couple live?* _____
3. *When were they married?* _____
4. *How big was their agricultural land?* _____
5. *Which of the children was named after the grandmother?* _____

6. *Why did Mr. and Mrs. Reyes want to save money?*

_____

7. *How many daughters were born to Mr. and Mrs. Reyes?*

_____

8. *If their family's income is ₱ 5,000.00 a year, what was their average income for a month?*

_____

9. *What was the difference in age between Mr. and Mrs. Reyes?* _____

10. *At the rate of ₱ 20.00 a month, how much will Mr. and Mrs. Reyes be able to save in one year?*

_____

11. *How long will it take them to save ₱ 2,000.00?*

_____

Excerpted from: Unesco Regional Office for Education in Asia and Oceania. *Manual on evaluation in population education.* Bangkok, 1979. (Population Education Programme Service), p: 111-112.

Exercise 2

1. Reading: (silent)

Mr. Hadi is a farmer.
He has three children, namely Ali, Ina and Udin.
Ali is 12 years old.
Ina is 7 years old.
Udin is 2 years old.
The three children are healthy.
Ali is attending school.
Ina is attending school.
Udin is attending school.

2. Questions:

What is Mr. Hadi's occupation?

_____

How many children has Mr. Hadi?

_____

How old is Udin? _____.

Who goes to school? _____

Exercise 3

1. **Read Silently:**

   Aminah and Umar want to get married. Before marriage they go to see a doctor. They want to know about their physical health. Aminah and Umar want to have healthy children. The doctor certifies that they are healthy. Aminah and Umar get married. They are very happy. Umar works harder so as to increase his income. Aminah is an excellent housewife. She cleans the house, cooks meals and takes care of her husband's clothes.

2. **Answer the following questions:**

   (a) Why should a couple be examined by the doctor before marriage? _____

   _____

   (b) How is Aminah's and Umar's household?

   _____

   (c) What are the duties of a husband?

   _____

   _____

   (d) What are the duties of a wife?

   _____

   _____

Excerpted from: *The report of team C presented at the Unesco Regional Field Operational Seminar on the Application of Functional Literacy Approaches to Population Education and Family Planning, Lembang (Indonesia), 26 February - 18 March 1973*, Jakarta, Ministry of Education and Culture (1973), p. vii, ix.

CONTENT:	FAMILY INCOME AND SIZE OF FAMILY
OBJECTIVES:	1. *To learn how to solve arithmetic problems.* 2. *To be able to calculate the expenditure for family needs based on income and to be able to relate income with size of family.*
METHODOLOGY:	SOLVING ARITHMETIC PROBLEMS
LEVEL OF USERS:	SEMI-LITERATES AND ILLITERATES

Exercise 1

Put the following figures into words:

5	13	8
17	125	1,000
3,000	75	160

Udin is two years old now. How old will Udin be after three years? .....

If we had 50 kg of rice but we used 25 kg, how many kg are left? .....

The fare to Bandung is Rp. 50 per person. What will the total fare be for three persons? .....

Mr. Adi has 90 acres of land to be divided among three persons. How many acres will each person get?

.....

Exercise 2

Choose the correct one

(a) If you have three pieces of land - the first with 20 acres, the second with 15 acres and the third with 32 acres - how many acres of land do you have altogether?

52 acres
67 acres
76 acres

(b) Amin had a bau (bau = a land measurement of 500 batas). In 1970, he sold 200 batas of land. How many batas has he left?

200 batas
300 batas
400 batas

(c) Ali has five hens. Every day the hens lay eggs. If all the eggs are collected, how many eggs will he get in a month?

120 eggs
135 eggs
150 eggs

(d) Amat, Amin, Ali and Udin are in a business. The profit is equally divided among them. If the profit is Rp. 12,400, how much will each get?

Rp. 3,000
Rp. 3,100
Rp. 3,400
Rp. 4,000

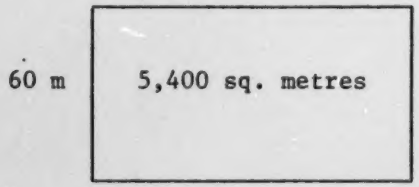
Excerpted from: *The report of team C presented at the Unesco Regional Field Operational Seminar on the Application of Functional Literacy Approaches to Population Education and Family Planning, Lembang (Indonesia), 26 February - 18 March 1973*, Jakarta, Ministry of Education and Culture (1973), p. viii, x.

Exercise 3

The weekly income of a family of 5 is Rp. 1,400. How much is this for each member of the family?

The weekly income of a family who has 2 more children (a family of 7) is also Rp. 1,400. How much is this for each member of the family?

Compare the two families and decide which is better.

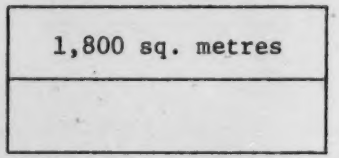


Area 60 x 90 =
5,400 sq. metres

Bibi Aminah, her husband and 3 children live in a house which is 35 square metres in size. How many square metres are there for each member of the family?

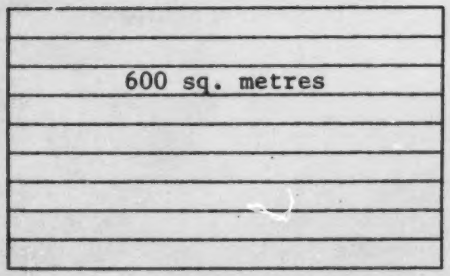
Bibi Siti, her husband and 5 children also live in a house 35 square metres in size. How many square metres are there for each member of the family?

Compare these two families and decide which one is more comfortable.



Land for the farmer's three sons = 5,400 sq. metres.

$\frac{5,400}{3}$ = 1,800 sq. metres per son



Land for the farmer's nine sons = 5,400 sq. metres.

$\frac{5,400}{9}$ = 600 sq. metres per son

What are the needs of a child in a family?

i) How much rice is needed per week by a family of five if each member needs 1 kilogramme per week?

ii) How much rice is needed by a family of seven per week?

iii) If the price of rice is Rp. 100 per kilogramme, how much does each of the two families spend on rice per week and per year?

Worksheet:

Why in the past did mothers have eight or nine pregnancies?

Excerpted from: *The reports of team B and C presented at the Unesco Regional Field Operational Seminar on the Application of Functional Literacy Approaches to Population Education and Family Planning, Lembang (Indonesia), 26 February - 18 March 1973.* Jakarta, Ministry of Education and Culture (1973), p. viii, x (team C report); and p. 24-25 (team B report).

CONTENT:	DUTIES AND RESPONSIBILITIES OF GOOD PARENTS PICTURING A HAPPY, SMALL-SIZED FAMILY
OBJECTIVES:	1. *To develop knowledge and understanding of the basic requirements of responsible parents.* 2. *To picture the advantages of a happy, small-sized family.* 3. *To develop skills for reading, language comprehension and group discussion.*
METHODOLOGY:	READING, LANGUAGE COMPREHENSION, GROUP DISCUSSION
LEVEL OF USERS:	ADULT LEARNERS, ILLITERATE AND SEMI-LITERATE

KARDI AND SITI (picturing a happy, small-sized family)

		Pictures
a)	Kardi and Siti are good, responsible parents.	- Happy small family, chaotic, large family
b)	They have been married for five years.	
c)	They have two lovely and healthy children: Didi is four years old and Minah, the baby, is four months old.	Two healthy children
d)	Siti gives good food to the children. The house is always clean. The children always wear clean clothes.	Six to seven thin children
e)	Kardi and Siti want to send their children to a good school. They want their children to be educated so that they will live happily and well.	Nutritious food
f)	Good schools are expensive, so Siti and Kardi plan to save money for the children's education.	Non-nutritious food
g)	Kardi and Siti work very hard for their children. Kardi is a farm labourer and Siti cooks, does the laundry, and takes care of the children. She also earns money by sewing in her free time.	Dirty dark house
h)	Kardi and Siti are worried because they don't want more children. Kardi and Siti know	A clean, lighted house

that if they have more children, they will not be able to provide good food and good schooling for them. They decide to ask the village headman for advice.

Teaching Procedures: (To be followed for each lesson)

- introduction----------5 minutes
- group discussion to identify family problems and suggest possible solutions----------30 minutes
- reading exercises----------10 minutes
- language comprehension exercises with silent reading and testing of comprehension-------20 minutes

Teaching Aids:

- blackboard
- flannel chart
- pictures: as indicated in the text

Teacher's Guide: Kardi and Siti

Introduction (5 minutes): Teacher shows pictures of a small happy family and a large chaotic family, and reads and translates some selections from the Kor'an stressing the responsibilities of parents.

Group Discussions (30 minutes): To identify problems and suggest possible solutions:

- Teacher asks questions concerning family size and the problems of parents;
- Teacher encourages students to suggest answers to the problems raised and to ask questions of each other

a) How many children do you have?

b) Are they all healthy?

c) Why is he sick?

d) Is he suffering from worms?

e) Who takes care of the children if the mother does the laundry in the river?

f) Do you have a bathroom and toilet in your home?

g) What school do you want your children to go to?

h) How much does it cost to send your children to school?

i) If your children do not go to school, can they find work easily when they grow up?

If time allows:

- Teacher divides class into three groups with the following discussion topics:

Group 1. What is required of good responsible parents?

Group 2. How can people improve their economic condition?

Group 3. How can family planning be promoted?

- Problems identified and suggested solutions are written by the teacher on the blackboard to be read and copied down individually later.

Reading Exercises (10 minutes):

- Teacher reads lesson 1 slowly, sentence by sentence;
- Students read in chorus;
- Students read one by one;

- Teacher corrects mistakes.

Language Comprehension Exercises (20 minutes):

This exercise is very important to test whether the students understand what they are reading. The questions on testing the students' comprehension should be brief, but clear. Answers should be found in the lesson. No questions should have "yes" or "no" answers.

Comprehension questions:

- *How long have Kardi and Siti been married?*
- *What kind of parents are they?*
- *How old is Didi?*
- *How much older is Didi than Minah?*
- *What food does Siti give her children?*
- *How is Siti's house?*
- *Why do Kardi and Siti want to send the children to a good school?*
- *Is a good school expensive or cheap?*
- *Does Kardi work in the kitchen?*
- *Where does Kardi work?*
- *How does Siti earn extra money?*

Excerpted from: *The team B report presented at the Unesco Regional Field Operational Seminar on the Application of Functional Literacy Approaches to Population Education and Family Planning, Lembang (Indonesia), 26 February - 18 March 1973.* Jakarta, Ministry of Education and Culture [1973], p. 26-29.

CONTENT: DELAYED MARRIAGE AND MIGRATION

OBJECTIVES:
1. *To develop understanding among young workers about the advantage of delayed marriage.*
2. *To make rural workers realize that migrating to the city to look for employment would create problem.*

METHODOLOGY: CASE STUDY AND GROUP DISCUSSIONS

LEVEL OF USERS: ADULTS AND FACTORY WORKERS

Case 1: Delayed Marriage

Phanit and her friend, Supha, went to see the fortune teller last Sunday. After their visit, Phanit found it very hard to work up a smile. But Supha... well, she laughed happily. It seemed that the fortune teller had told Phanit that she would marry at the age of 30, but Supha would marry at 22. On the way home Supha teased Phanit continuously. She told her that she wouldn't be able to have a child...that she'd be an old maid...Her talk made Phanit feel inferior because she would marry late. "Oiii...I won't be married until I'm 30...I won't be able to have a child".

Issues:

1. *Should Phanit be worried if she really ends up marrying late?*
2. *If you could choose, would you prefer to marry late or early? (Fix the ages that the students feel are "late" and "early" for marriage). For what reasons?*
3. *According to the family planning perspective what are the advantages and disadvantages to "early" and "late" marriage?*

Case 2: Rural People Migrating into Town

Nam Kam: I hear that Rueung is moving his family somewhere. Is that true, Poik?

Aunty Poik: I heard that too but when I asked him he wouldn't tell me where he was going? He only said that life was difficult in the village. He could not grow Kenaf, even if he wanted to, because there was no water. In fact he couldn't do anything.

Nam Kam: There used to be lots of people living in our village, around a hundred families. Now, only a few are left. Some went to Bangkok. The younger generation especially are all dying to go to Bangkok. I wonder what's so attractive there.

Aunty Poik: Young Chong, Granny Mee's son has also gone to Bangkok. He said it was very easy to get a job. Everything he did turned into money. A lot of our youngsters from the village have followed him to town.

Nam Kam: I don't think it's only the young. Whole families seem to have disappeared. I don't see why people can't work and live here, if only they work hard enough. The Government has been giving all sorts of help. I, for one, would not budge an inch from here. I was born here and I am going to die here.

Aunty Poik: Ah, but you're already old...not like these kids. You can easily say you wouldn't go anywhere. If only I were young again, I wouldn't have waited this long. I rather agree with Rueung. He has a lot of mouths to feed. If he were to stay here, what would his wife and children live on? No water in the fields and no rain on the farm, what would you do, if you were in his place? Nobody would hire you and what would you eat and feed your children?

Nam Kam: I don't think anybody should sit back and starve. He should find a way out. Just take a look at me: I survive all right. All one needs do is to fight and work hard, then you can live anywhere. You can't go on living like a rolling stone and expect to settle down at the same time.

Issues:

1. *Are there people from your village who have left to find work elsewhere? Why?*
2. *Do you think it is good to leave your village for the city? Why?*
3. *If you think migrating to the city would create problems, how would you solve them?*

Case 3: Kampun's Decision

Kampun felt more and more bored with his life. The wide blue sky which had been hanging over his village ever since he was born had become narrow in his mind. He began to feel impatient and started to look for something--something which kept eluding him. Could there be a ray of hope which would change his life? He did not like the monotonous life he was leading. Nothing seemed to get better. He thought: "All my life, every morning when I wake up, I have to get ready for the hard and tiring work ahead. I have to carry a plough on my shoulder and walk along the earth dykes to the field, followed by the two buffaloes. When the fields have been ploughed, the seeds have to be sown. And then soon it is harvest time". And so it went on, year after year, the same as before, for 18 years. Nothing had changed for as long as he could remember. Nothing...

Then, something dawned on him that afternoon. This life was his. He had the right to change it to

whatever he wanted. And at that moment, he made up his mind about what he would do next. Chan La, his wife, was the first person he told.

"This idea of going to Bangkok to look for a job, have you thought about it carefully?", she asked. I think there will be problems. Uncle Tim said that things are crowded enough in Bangkok. What sort of work would there be left for us to do? It seems Bangkok people have to work hard enough."

But Kampun stood his ground. He gave all sorts of reasons to support his idea about going to Bangkok. Nevertheless, Chan La seemed to come up with better ones to oppose the idea. "If we were to migrate to Bangkok, we would have to look for a new house. And rural people like us would not be able to afford living in a respectable area. We would probably end up in a slum. Also the cost of living is high. Everybody seems to be heading for Bangkok, and you know quite well that where there are people there are problems. What about thefts, living conditions, illness and so on. Really, have you given it enough thought?"

Kampun did not say anything. He had made up his mind.

Issues:

1. *Who do you agree with, Kampun or Chan La? Give reasons.*
2. *How would your life change after moving from one village to another or to Bangkok? Discuss.*
3. *How would you prepare yourself to the changes?*

Exerpted from: Adult Education School Sahapattana Pibul Union Factory /*Factory school discussion materials on population education for Thai women workers*/ 1976, p. 5, 15-21.

CONTENT: RELATIONSHIP BETWEEN MAN AND LAND AND EFFECTS OF INCREASE IN FAMILY SIZE TO LAND RESOURCES

OBJECTIVES: *To explain the relationship between man and land and the size of his family and land.*

METHODOLOGY: FLANNEL BOARD, GROUP DISCUSSION, QUESTION AND ANSWER

LEVEL OF USERS: FARM FAMILIES

Teacher	Learner	Teaching Material
Period 1. <u>Discussion of the Problem</u> (1 hour)		
The teacher asks the learners, "what is the occupation of most of the villagers in the hamlet?"	Learners mention occupations. (It is expected they will suggest farming as the most common).	
The teacher introduces the subject with the help of a flannel graph by putting the picutre of a man and a field on the flannel board and explains the relationship between man and land.	One or two learners explain the relationship between man and land.	Flannel graph: 1. Man 2. Field
The teacher asks the learners to give an estimate of the total number of hectares of cultivable land in the hamlet.	Learners supply information if possible.	
The teacher writes the estimated number of hectares of cultivable land in the hamlet and asks the	Learners write the figures in their copy books.	

Teacher	Learner	Teaching Material
The teacher asks the learners to tell the number of people living in the hamlet.	Learners supply information if possible.	
The teacher writes the correct number of people living in the hamlet and asks the learners to write the same in their copy books.	Learners write the figures in their copy books.	
The teacher puts pictures No. 3 and No. 4 representing population and land in the village on the flannel board.		3. A group of persons 4. A big field
The teacher asks: "how many persons were living in the hamlet 10 years ago? Were there more or less?"	Learners supply information. (It is expected that learners will give lesser number for 1963).	
The teacher puts on the blackboard the population figures of the hamlet for 1973 and 1963 and asks the learners about their meaning (increase of population).		
The teacher asks: "How do we find out the difference i.e., the increase, in population?"	The learners answer (likely answer being "subtraction") and find out the answer in their copy books.	
The teacher asks: "what happens to the land under cultivation? Does it also increase?"	The learners express their opinions.	
The teacher asks: "what will happen to the income of each farmer if his family increases but not the size of his farm?"	Learners express opinions.	

Teacher	Learner	Teaching Material
The teacher refers to the future of hamlet and uses flannel graph pictures, one of a family six children and the family's land divided into six parts, to illustrate how the family's land will be divided into six parts for all the children, leaving little land and income for each child.		5. Picture of family with six children. 6. Picture of land divided into six parts.
A farmer named Amir had a farm of 12 hectares. His income was Rp. 6,000 per month. His six sons inherited the farm, each of them receiving an equal share. What is the size of each share? What is the monthly income of each son?	Learners solve the problem in their copy books. Then one learner solves the problem on the blackboard.	
The teacher asks for solutions to the problem of increase of population and land and asks if family planning is a solution if not already suggested by them.	Learners discuss among themselves.	
Teacher asks learners to write down their suggestions.	Learners write down in their copy books suggestions made by them.	
Teacher asks learners to read out what they have written.	Learners read what they have written.	
Teacher selects the best answers including family planning and writes them on the blackboard.		

Teacher	Learner	Teaching Material
The teacher asks: "which is the best solution?" And writes the learners' responses on the blackboard.	Learners discuss among themselves and make a choice.	
The teacher asks: "Would you be ready to accept this solution for your own family, if applicable?"	Learners discuss among themselves and reach a decision.	

Excerpted from: *The report of team C presented at the Unesco Regional Field Operational Seminar on the Application of Functional Literacy Approaches to Population Education and Family Planning, Lembang (Indonesia), 26 February - 18 March 1973.* Jakarta, Ministry of Education and Culture [1973], p. xix-xxi.

CONTENT: COMPARING EXPENDITURE PER MONTH OF A LARGE-SIZED FAMILY AND SMALL-SIZED FAMILY

OBJECTIVES:
1. *To increase the learners' ability in oral expression.*
2. *To increase the awareness of the learners to the needs of a large-sized family.*
3. *To create awareness with regard to parenthood responsibilities.*
4. *To increase the ability of the learners to calculate expenditure on a monthly basis for family needs.*
5. *To develop reading, writing, calculating, visual perception and oral expression skills in relation to the topic.*

METHODOLOGY: PROGRAMMED INSTRUCTION, GROUP DISCUSSION, PROBLEM-SOLVING

LEVEL OF USERS: OUT-OF-SCHOOL LITERATE FEMALE YOUTH AND ADULTS.

Teacher	Learner	Teaching Material
The teacher shows a poster with a small-sized family and another with a large-sized family. The teacher refers to the previous day's lesson, the conclusion of which was that income does not increase with increase of family, but decreases.		1. Poster depicting small-sized family. 2. Poster depicting large-sized family.

Teacher	Learner	Teaching Material
The teachers explains that the discussion of the day concerns expenditure. Every family, large or small, has to spend money to bring up children.		
The teacher invites the learners to indicate the items on which a family has to spend for the children.	Learners indicate items of expenditure.	
The teacher writes down the items of expenditure suggested by the learners on the blackboard.	Learners copy in their copy books.	
The teacher suggests that the learners discuss the following items on which every family has to spend on a monthly basis: - food - clothing - education		
<u>Food</u>		
The teacher leads the class to discuss the importance of food in helping children to become strong and happy men and women.	Learners discuss the importance of food for children.	Flannel graph.
The teacher writes the learners' suggestions on the blackboard and asks the learners to first read them aloud, then note them down in their copy books:	Learners read aloud then write down in the copy books.	

Teacher	Learner	Teaching Material
- rice - meat, eggs, milk - vegetables - fruit - oil		
The teacher asks: "how much do you spend on food per day for four children and for nine children?"	Learners answer first question. Learners calculate expenditure for: - one child - four children - nine children	
The teacher asks one of the learners to do the calculation on the blackboard and corrects if necessary.	One learner calculates on the blackboard.	
The teacher asks: "how much do you spend on food for each child per month consisting of 30 days? How much do you spend per month for 10 children?"	Learners calculate in their copy books. One learner then calculates on the blackboard.	
The teacher asks the learners to draw conclusions on expenditure of food of a small-sized family and a large-sized family.	Learners express their own conclusions.	
<u>Clothing</u>		
The teacher initiates discussion on clothing by asking: "how much do you spend on clothing (buying, washing, ironing, etc.) for one child per month?"	Learners give suggestions.	
The teacher writes down the expenditure.	Learners copy in their copy books.	

Teacher	Learner	Teaching Material
The teacher asks: "how much do you spend on clothing for 10 children per month?"	Learners calculate in their copy books.	
The teacher asks one of the learners to calculate on the blackboard and corrects if necessary.	One learner calculates on the blackboard.	
The teacher asks the learners to draw conclusions as far as expenditure on clothing is concerned.	Learners express their own conclusions.	
<u>Education</u>		
The teacher initiates discussion on expenditure for education of children by asking: "1. who has sent five children to school? 2. How much do you spend on their education per month?"	The learner who has sent five children to school answers and writes it down on the blackboard.	
The teacher asks: "how much would you spend on one child per month for his education?"	Learners calculate in their copy books.	
The teacher asks one of the learners to calculate on the blackboard and corrects if necessary.	One learner calculates on blackboard.	
The teacher asks the learners to draw conslusions regarding expenditure on education of their children for a small-sized family as compared with a large-sized family.	Learners express their own conclusions.	

Teacher	Learner	Teaching Material
Summary		
The teacher summarises the expenditure on one child per month on food, clothing and education and writes it on the blackboard.	Learners answer questions for developing summary and write it down in their copy books.	
The teacher asks the learners to total the expenditure for one child per month on food, clothing and education.	Learners total the expenditure.	
The teacher asks one of the learners to total the expenditure on the blackboard and corrects it if necessary.	One learner totals the expenditure for one child on the blackboard.	
The teacher leads the discussion on the need for a small family to limit the expenditure in relation to the income of a family and highlight the reasons for doing so.	Learners participate in the discussion.	
The teacher writes the summary of discussion on blackboard and asks the learners to copy it and share this information with their families and neighbours.	Learners write the summary in their copy books and take it home.	
Period 2. Programmed Instruction (45 minutes)		
The teacher distributes to each learner a copy of the booklet prepared following the method of programmed instruction.		Booklets (Programmed Instruction)

Teacher	Learner	Teaching Material
He explains how to use this booklet, giving as an example the first page and answering the question formulated on this page. The teacher strongly recommends not to look on the next page for the answer. Each learner should try his best to find an answer by himself. The teacher invites the learners to start reading the booklet and to find answers to all questions. If the learners are not able to find an answer they leave the space for answering blank and proceed to the following page.	The learners ask for clarification if needed and start reading the booklet and answering the questions silently.	

Excerpted from: *The report of team C presented at the Unesco Regional Field Operational Seminar on the Application of Functional Literacy Approaches to Population Education and Family Planning, Lembang (Indonesia), 28 February - 18 March 1973.* Jakarta, Ministry of Education and Culture [1973], p. xxix-xxviii.

CONTENT: FAMILY SIZE, FAMILY PLANNING, ENVIRONMENT

OBJECTIVES:

1. *To be able to recognize the main message in a picture about environment.*
2. *To be able to recognize the main message in a picture about environment with many details.*
3. *To be able to improve ability to interpret between a large-sized and a small-sized family.*
4. *To be able to understand a logical sequence of pictures regarding the food needs of a large-sized and a small-sized family.*

METHODOLOGY: VISUAL PERCEPTION TECHNIQUES

LEVEL OF USERS: ILLITERATES

Testing ability to receive a message

Picture no. 1 - Recognition of the main message in a picture without details

Picture no. 2 - Recognition of the main message in a picture with many details

Picture no. 3 - Ability of interpretation

Picture no. 4 - Ability to understand a logical sequence of pictures

Data collecting sheet for visual perception test

No. of Picture _____.

1. Does not recognize anything _____.
2. Recognizes a few details _____.
3. Recognizes all details but fails to get the main idea _____.
4. Shows understanding of the message _____
   _____.

General comment if any _____.

Example: **Choose a picture from those given here to represent your ideal family size.**

Excerpted from: Unesco Regional Office for Education in Asia and Oceania. *Manual on evaluation in population education.* Bangkok, 1979 (Population Education Programme Service), p. 113-116.

CONTENT: FARM MANAGEMENT AND POPULATION

OBJECTIVES:

1. *To acquaint students with the general features of a farm*
2. *To familiarize students with the approach of presenting the features for farm management work.*
3. *To determine and identify the farm problems faced by the farmers with respect to the management of the farm.*
4. *To enable students to distinguish one type of farm from another.*

METHODOLOGY: INVESTIGATION, INTERVIEWING, DISCUSSION

LEVEL OF USERS: STUDENTS

PROCEDURE:

1. Make an actual farm visit.
2. Using a prepared interview schedule, collect the necessary information through personal interview with the farmers.
3. Prepare a map of the farm and the farmstead drawn to scale indicating the buildings, field divisions, landmarks, irrigation canals, fences, etc.

DISCUSSION AND PRESENTATION:

Describe the general features of the farm indicating the following:

1. Type of farming:
   a) Crops grown by seasons or by rotation. Food crops for family consumption. Cash crops.
   b) Livestock raised.
2. Hectarage (measures of farm size):
   a) Total farm area, crop area, effective crop area, farmstead, man-equivalents, ponds, pasture, waste-land, etc.
3. Soil type and topography:
   a) Soil type and classification
   b) Soil test for NPK
   c) Contour
   d) History of soil treatment and other farm management techniques employed.

4. Location of the farm with respect to:

   a) Market

   b) Accessibility during dry and wet seasons, condition of roads and transport.

5. Water resources:

   a) Source of water for the farm and house

   b) Irrigation and drainage facilities

   c) Type and capacity of pump, if any.

6. Farm structure, improvements, equipment, farm machineries and other facilities:

   a) Farm buildings and structures

   b) Farm machineries and other farm equipment

   c) Fences, etc.

7. The farm operator and his family:

   a) General characteristics - farm tenure, age, education, family experience, employment, employment opportunities, family income, family income per head.

   b) Family members - family size; age, education, proportion of time used in farming and other off-farm and non-farm work.

   c) Type of dwelling and facilities.

   d) Source and price of farm labour. Number of man days of farm labour utilized.

   e) Percentage of farm output consumed by family members.

8. Problems in relation to:

   a) Crop and livestock production

   b) Marketing

   c) Acquisition of farm inputs and capital

   d) Management of farm resources

   e) Other problems

QUESTIONS TO ANSWER:

1. Explain the role of the farmer both as an operator and manager of his farm.

2. What are the contributions of the other family members in decision-making, management and operation of the farm?

3. Make suggestions for solutions to the farmer's problems.

REFERENCES:

1. Mosher, A.T. - Getting Agriculture Moving

2. Castle, Becket and Smith - Farm Business Management.

It is a general practice to have at least seven laboratory exercises during the semester. If time is available, this can be combined with the project supervision method. In cases of time and resource constraints, some of the exercises may be replaced by project supervision.

Seminar

A seminar towards the end of the course can provide an overall review of the analytical techniques, concepts, methods, problems and solutions covered during the term. Speakers from various agencies servicing the farm and the farmers and their families may be invited to discuss relevant topics like "Progress For Small Farm Development", "Problems of Low Rate of Adoption of New Farm Technologies", or "Family Size and Family Income Among Small Farmers". After the speakers have finished their talks, an open forum will involve the active participation of the students and the speakers in crystallizing problem areas.

It should also be a good approach to have one speaker who is a farmer-leader so that the students will be exposed to the problems at the grass-roots level.

If farm management practice is an addition to the laboratory exercises, the students' experiences can be presented in a seminar for deliberation by the other class participants.

The seminar approach involves in-depth analysis of the various theories, concepts, or ideas as they apply to the real-world situation. The learners should be able to relate their classroom experiences to what the speakers are talking about.

To be effective, the seminar should be well planned. The planning process should involve the students, especially in the choice of topics and the respective speakers.

Case Study

A case study may be short or long depending on its purpose. It may involve an individual or a group assignment of individual farm cases. For a Farm Management courses, a few of the subject matter areas incorporated in the syllabus may be examined, such as farm business analysis, decision-making and management process and the organizational set-up of the farm. While actual cases are more practical, hypothetical ones may be a reasonable substitute in the absence of the former, as this will allow a broader application of the method.

Excerpted from: Food and Agriculture Organization of the United Nations. *Population concepts in farm management courses*. Rome, 1977, p. 6-8.

CONTENT: THE FAMILY, RESPONSIBLE PARENTHOOD, ROLE OF FATHER AND MOTHER IN THE FAMILY

OBJECTIVES:

1. *To focus attention on the importance of the father and the mother in the family and in society.*
2. *To understand what responsible parenthood means.*
3. *To prepare the minds of the adults to accept the concepts regarding "planned parenthood".*
4. *To understand and appreciate the advantages of planned parenthood.*
5. *To impress deeply the role of the father and mother in the family.*
6. *To know how to write all the letters of the Pilipino alphabet.*
7. *To increase their vocabulary and the formation of words and syllables.*
8. *To increase skills in reading and writing.*

METHODOLOGY: PICTORIAL AND FLASH CARDS, QUESTION AND ANSWER, READING AND WRITING

LEVEL OF USERS: ILLITERATE ADULTS

Lesson 1

Subject Matter:

Sentence: Ama at ina sulo ka ng buhay. (Father and mother, you are the touch of life)

Syllables: a i ma ka lo na su ng bu hay at

New Words: the words in the sentence.

Letters: A, M, T, I, N, S, U, L, O, K, C, B, H, Y.

Procedure:

1. Ask the students who are the most important persons in the family. Why?
2. Present the picture. Drive home the (point) importance of the father and the mother to the family and society.
3. Phonetics: Lead them to the reading of the sentence.

a) Present the new syllables. Read them clearly and let the students follow after you.

b) Drill on the syllables for master using flash cards, pocket charts, or mechanical devices.

c) Ask them to form words using the syllables studied. Lead them to the formation of the words in the sentence. Read all the words formed for mastery.

d) Ask them to form only one sentence out of the words formed. Read the sentences.

e) Present how the sentence written in print can be written in script. Let them read.

4. Application:

a) Distribute the Reading Sheet I-A. Ask them to read what is written down.

b) Distribute the Writing Sheet I-A. Explain and demonstrate how the letters are formed in script, before they write each letter.

The students bring home the two Work Sheets for study work and for practice at home.

Subject Matter:

Sentences: *Tatlo ang bata, bunga ng pagmamahal at pag-asa, hapag ay masagana, bata ay busog, kaya mataba maligaya, at malaya, nakadamit ng magara. (Three children, fruit of love and hope; food is abundant, the child is satisfied. Thus, healthy and happy, free and dressed decently.*

Syllables: *nga hal*

Words: *pagmamahal, pag-asa, hapag, masagana, busog magara, bunga (love, hope, table, abundant, satisfied, beautiful, fruit).*

Procedure:

1. Review difficult syllables and words.
2. Present the picture. Ask them how we can help such a family. How can such a situation be prevented? Lead them to discuss among themselves.
3. Present new syllables if the group discussion doesn't take too long. However, if the group finds the discussion interesting, continue with it.

   If they are ready for lessons on family planning, schedule one or more lessons for this purpose. If not, go on with the suggested procedure.
4. Form words after the mastery of the new syllables.
5. Reading of the verses written on the board or on a chart.
6. Application:

   a) Reading Sheet VII-A.

   b) Writing Sheet VII-A.

Note: Resource persons for family planning lessons may be invited either after Lesson VII-A or VII-B, depending upon group's readiness to accept family planning concepts.

Lesson 4

Subject Matter:

Sentences: *Pagdami ng anak sana ay ibalak, Ang kinabukasan, matatag, maunlad (The size of the family should be planned to make the future more secure and progressive).*

Syllables: *Ki, san, tag, un, lad, um.*

Words: *Pagdami, ibalak, kinabukasan, matatag, maunlad. (Increase, plan, future, secure, progressive).*

Procedure:

1. Review of words taken in the previous lessons, especially the words which are quite difficult for them to recognize.
2. Present new syllables through analysis. Drill for mastery. Present words containing the new syllables to find out if they can read.
3. Ask them to read the sentence to see if they can read all the words containing the new syllables.
4. Present the picture; discuss it in relation to the sentence presented. Lead them to appreciate the advantages of family planning.
5. Application:
   a) Reading Sheet VIII-A.
   b) Writing Sheet VIII-A.

Excerpted from: World Education. *PRRM Literacy and Population/Family Planning Education.* A demonstration project of the Philippine Rural Reconstruction Movement. New York, 1971, p. 2-6 (PRRM teacher's manual).

CONTENT: BALANCING FAMILY SIZE AND HOLDINGS: MORE YIELD PER UNIT OF LAND BY MODERN METHODS

OBJECTIVES:
1. *To develop understanding that less yield per unit of land means less income.*
2. *To realize that by modern methods of farming, more yield will be derived from per unit of land.*
3. *To learn the concept of balancing family size and family holdings.*
4. *To increase skills in reading and writing.*

TECHNIQUES: PUPPET SHOW, DISCUSSION

LEVEL OF USERS: ILLITERATE AND SEMI-LITERATES

LESSON PLAN

Puppet Show/Golek

Conditions	Problems	Goals	Methods of teaching	Material
Too little land Traditional way of farming	Less yield per unit land Less income	More yield per unit of land by modern methods. More income. Balancing family size and holdings.	Puppet Play Discussions Literacy	Set of puppets Lesson plan

Teacher

1. Welcomes students.
2. Helps arrange seats.
3. Asks the player to start the show.

Player

The player manipulates the puppets depicting:

Three sons of a dying father went in different directions to seek the sacred amulet, called "Mustika Tri Warna", which was supposed to hold the secret of producing miracles. Only by obtaining this amulet could the father know best how to distribute his landholding of 200 tumbaks, a buffalo and a hut. The two older brothers consulted the wrong persons and consequently were badly advised; but the youngest one went to the right person (depicted as a man who is competent in farming i.e., an agriculture extension worker).

Upon their return to their home, their father bequeathed the property to the youngest son as he was the one who successfully unveiled the secret of Mutika Tri Warna.

Teacher

1. Invites comments from students.
2. Asks the students to divide themselves into three groups.

   Discussion with suggested topics:

   Group I : How to get most out of the land.

   Group II : How to get the right person for advice.

   Group III : How to seek additional income.
3. Asks them to come together again and each group should state its conclusions in front of the class.
4. Introduces prepared sentence patterns concerning modern farming methods:

   "mi-lih bi-bit ung-gul"
5. Reads the sentence slowly several times and asks the students to repeat it.
6. Asks each student to read.
7. Asks the students to write down the sentence in their exercise book.
8. Asks each student to rearrange the syllable for new words.

PUPPET PLAY SCRIPT

"Three Kinds of Amulets"

Act I: The father is lying on the divan suffering from a serious illness. He is surrounded by his three sons, Sadir, Sadur and Sadar.

Father: "Sons! Come closer to me! Sadir! Sadur! Sadar! I think I will not live very much longer. Before I die I want to convey a message to you. Listen well:

As you know, we have only 0.28 hectares of land, one water buffalo and this very small house. For a long time I have been wondering how to distribute these equally among you, after my death. Several nights ago, however, I received a message from God, instructing me that I would know how to distribute this property wisely among you, if each of you were to go out and discover the miraculous "three kinds of amulets" amd bring your discovery back to me. I suggest therefore, that before I die, each of you go out and search for these amulets and bring them to me as soon as possible".

- The three sons leave -

Act II: The three sons discuss among themselves how best to find the amulets:

Sadir (the eldest) to Sadur (the second son)

(in whisper) "Sadur, I have an idea, How about sending our youngest brother, Sadar, to the forest. There are many wild beast there and surely they will eat them up".

Sadur to Sadir:

"A good idea, brother! That way, we must only divide the heritage between the two of us, and we will each have larger shares".

Sadur to Sadar:

"My brother! I think it would be wise if you search for the amulets in the northern part of the forest. Why not start right away? I wish you much luck".

Sadar: "Good, brother. I am on my way then now".

Act III: The search

Sadir, in his search, meets with an old shaman, who is reciting prayer. Sadir thinks that the shaman could perhaps give him advice as to how to find the amulets:

Shaman: "Oh son! It is my opinion that the three kinds of amulets could only be: 1) material, 2) jewellery, and 3) vehicles, such as a motorcycle and car".

Sadir is pleased with this and he rushes back to give the news to his father.

Sadur comes to one of the toughest fighters and strongman in the area and he tells him of his desire to find the amulets.

Fighter: "Oh, that is a very easy matter. I have many experiences with such things. The three kinds of amulets are no more and no less than the most pleasant things in the world, namely: 1) man, 2) woman, and 3) child. A man has to marry a woman and then beget a child".

Sadur is pleased with this advice and rushes back to tell his father.

Act IV: The three sons gather again together before their father and each one forwards his findings on the amulets:

Sadir: "Father, according to a famous shaman, the three kinds of amulets can only be: 1) clothes, material, 2) jewellery, and 3) vehicles, such as a motorcycle and car. I conclude, therefore, that we should sell our property and use the money to buy these more important items".

Sadur: "Father, according to my adviser, who has had much experience with amulets, the three could only be: 1) man, 2) woman, and 3) child. This means that we should all three get married. In order to do this we must first sell all our property".

Sadar: "Father, I have passed through a vast forest in accordance with the wish of my eldest brother. For almost two days and two nights I prayed to God that He might give me an understanding of what He means by the three kinds of amulets. While I was praying, a kind and gentle old man

passed by, carrying a case as if he was about to go to his office. I stopped him for a moment and told him of your message and my quest. He was wise and kind enough to guide me. He said to me:

> "Boy, actually the three kinds of amulets are simply the symbols illustrating the real treasure that they are: 1) Physical, moral and spiritual discipline, to obey and carry out the religious order, in order to achieve security and to discourage trouble and sadness. 2) Health, in the sense that you are mentally healthy as well as physically healthy. To reach the goal, you must plan your family size in proportion with the standard of living you can afford. Never lie. Be helpful to others. 3) Prosperity by promoting your farming efforts in terms of the following:
>
> - to cultivate land in the right order;
> - to select the best fertilizer;
> - to practise modern methods by using modern farm tools;
> - to irrigate;
> - to kill insects.
>
> That, Father, is what the old man told me and what I have learned".

Father: "My sons! I have received each of your reports. It is my belief, however, that the three amulets are those as described by Sadar. It will not surprise you therefore that I am leaving all of my properties to Sadar, since he is the only one who will be able to apply them for the benefit of you all, in order to achieve a prosperous life, physically as well as mentally.

And so, my sons, good luck to you, and live well".

Father dies.

Excerpted from: *The report of team A presented at the Unesco Regional Field Operational Seminar on the Application of Functional Literacy Approaches to Population Education and Family Planning, Lembang (Indonesia), 26 February - 18 March 1973.* Jakarta, Ministry of Education and Culture /1973/, p. xv-xix.

CONTENT:	COMPARING SMALL-SIZED AND LARGE-SIZED FAMILIES; PLANNING ONE'S FAMILY SIZE
OBJECTIVES:	1. *To gain knowledge about the disadvantages of having a large-sized family.* 2. *To learn the methods and importance of planning one's family size.*
METHODOLOGY:	SELF-INSTRUCTION
LEVEL OF USERS:	ADULT LEARNERS

THE FAMILY OF MANG PEDRO

Barrio Binubusan in the municipality of Lian, province of Batangas, is about 10 kilometres from the poblacion. The people in this barrio are mostly engaged in farming activities. Some of the families are small, others are large-size.

1. *Barrio Binubusan is located in the municipality of* _____
(write your answer in the blank)

Calatagan
Batangas
Matabungkay
Lian
Altura

One of the many families residing in barrio Binubusan is the family of Mang Pedro and his wife Tonia. They have two children, Lito who is ten years old and Vilma who is almost six years old. Mang Pedro, a farmer, is very happy because he has a healthy family.

Besides, his son Lito is in school while his daughter Vilma will enrol in the first grade next school year. He has a small-size family.

Aling Tonia, housewife and mother of the family, is also happy because she can cook good food for Mang Pedro, her son Lito and her daughter Vilma.

2. *Mang Pedro and his wife Aling Tonia are very happy because they have* _____

many friends
are rich
small-size family
many horses
a jeepney

Both Mang Pedro and Aling Tonia spend their spare time reading comics or informational materials, listen to the radio programmes, chat with friends and relatives in the neighbourhood, and could go out on picnics to Matabungkay beach on Sundays or visit beautiful spots near Binubusan.

Indeed, the small-size family of Mang Pedro is happy because they could enjoy life and be able to realize their ambitions for themselves and their children Lito and Vilma.

3. *What makes Mang Pedro and Aling Tonia happy and successful in life is that they can* _____

send their children to school.
go to the movies on Sundays.
visit friends in Manila.
buy a car.
spend their money in Manila.

Very easy learning through reading, is it not? Now, please turn to the next page and find out if you made the correct answers.

Congratulations! You have made a very good start if in question No. 1 your answer is Lian.

Your answer for No. 2 should be small-size family. Did you get it again? Good.

For No. 3, the right answer is send their children to school. You may consider yourself an excellent learner if you answered all the three questions correctly. Now, you may proceed to page 6. Happy reading friend.

If by chance you were not able to answer all the questions correctly, for example, No. 2 and 3, or any number, please turn to the next page, okay?

It is alright, friend. Maybe you were thinking of other matters when you read the preceding pages. In fact, this is not a test on how good you are. This is intended to be an exercise only but please do not be disappointed because this is going to be an exciting experience. Okay, shall we proceed?

You know, the number 2 question has something to tell about a small-size family, the family of Mang Pedro and Aling Tonia. They have only two children, Lito who is ten years old and going to school and Vilma who is already six years old. They are only four in the family and they are very happy.

In the third question, the reason for the happy and successful life of the family is that they could send their children to school. Besides, Mang Pedro and Aling Tonia could spend fruitfully their spare time. For instance, they have the time to listen to radio programmes, chat and exchange pleasantries with friends and relatives, and they could go to picnics in Matabungkay or in scenic spots near Binubusan. These are all possible because they have small-size family.

Yes, dear reader, you did very well as a starter. please keep on and we assure you that you will enjoy reading and doing the exercises. Now kindly turn to the next page. Happy reading.

THE FAMILY OF MANG BESTRE

In the sitio of Matood lives a couple by the name of Mang Bestre who is 29 years old and Aling Marta who is 26 years old. Although both are young, they look weak and old. They have eight children.

The oldest is Juanito who is nine years old followed by Junior who is eight years old. Petra is the third child and is seven years old.

Next to Petra is Pepito who is six years old followed by Clarita who is five years old. Then comes the next child Maria who is three years old. Coming after Maria is a sister who was baptized. Mila is two years old. The youngest is Roberto who is only six months old.

Juanito and Junior who are supposed to be in school are either helping Mang Bestre on the farm or in the house with Aling Marta doing household chores.

1. *Junior is _____ years old.*

   eight

2. *Petra who is the next child is _____ years old.*

   seven

3. *The next is Pepito who is ____ years old.*

   six

4. *The fifth child is _____ who is five years old.*

   Clarita

5. *She is followed by Maria who is _____ years old and _____ who is two years old.*

   three
   Mila

Mang Bestre and Aling Marta have not experienced happiness and success in bringing up their family. This is because they could not provide all the things which are needed by their children. The eight kids do not have sufficient food, adequate clothing and could not even send their children to school. To top it all, the couple could not find spare time because they have to spend their time looking after their children besides farm work just to keep on living. Indeed, the family of Mang Bestre is poor because they are many.

6. *Mang Bestre and Aling Marta have not yet reached thirty years of age but already they look _____.*

   old

7. *It looks like the couple are very _____.*

   weak

At moments when Mang Bestre is alone and thinks of the welfare of his large-size family, he often times asks this question to himself: What will be the _____ for my family and children?

future

Aling Marta is also unhappy and there are times when she feels weak and sickly. Added to this is that she is again _____ another child after Roberto.

expecting

The couple, Mang Bestre and Aling Marta would like to do something about their poor condition in life. As much as possible something must be done to improve their lives. With their desire for a better life and bright future for their children they can still do something to be free from the bondage of _____.

poverty

What is the best thing for the couple to do?

Now, let us find out if your answers to the questions are right or wrong. However, before you proceed, please review pages 7 and 8 and find out if you have written your answers on the blanks provided.

If you did, then you can congratulate yourself for having done a good job.

You see, you were excellent because you have written the appropriate words on the blank spaces. We are sure that this exercise has already developed your skill in this type of learning experience.

Friend, if you answered and filled in all the blanks correctly, we congratulate you. Now, please proceed to page 10. In case you have missed some blank spaces or wrote the wrong words, please turn to the next page, okay? Is this all right with you?

It is only natural to commit mistakes with this kind of exercise. Please don't be bothered because as you go along, you will be able to do an excellent job, this we can assure you. Yes, let us make a review of the lives of the large-size family of Mang Bestre and Aling Marta. The couple have children who were born almost one year after the other. This has contributed to the health of Aling Marta. Besides having eight children in ten years of marriage, another baby is expected after the youngest Roberto who is only six months old.

Mang Bestre and Aling Marta were both very young when they got married. They have not yet reached their 30th birthday but they already look like they are 50 years old and are very weak and sickly.

The bright future which they are hoping for their children seems to be hard to attain. They have a farm to till but this is not enough to support a large-size family. They are indeed, very poor. However, there is a saying that while there is life, there is hope.

Friend, put yourself in the shoes of this family. What would you do if faced with such a situation? Think about it for some moments before you proceed to the next page.

WHAT CAN BE DONE

There are many families in barrio Binubusan who are like the small-size family of Mang Pedro and Aling Tonia and those faced with the same predicament of a large-size family as Mang Bestre and Aling Marta.

Where do you belong, to a small-size family like Mang Pedro or to a large-size family like Mang Bestre's? Or are we in a family where there is only the husband and wife without children, or are three in the family with one child, or with three, four, five, six, seven, or more than the number of children of Mang Bestre? Yes, it would be a mistake this time to have a big family considering the present high cost of living, and also if we depend on farming and do not follow the progressive methods of farming. It is also possible that the size of the farm is already too small to support a family or if you are fishing, competition is keen because there are already plenty of people. If you are engaged in other jobs or occupations, the salary you receive is not enough especially when you have plenty of children to support.

That is why there is a need for planning, don't you think? It is possible that if you try your best and do _____ you will attain success in life.

planning

Before we do anything, do we _____?

plan

Yes, of course, because if not, it will be a big _____ or _____ not only of your time but also of money.

mistake
waste

A good example would be constructing a house, you need good _____.

planning

We have to make good plans so that the house we build is just what we want, with the right amount of money to spend, enough for the members of the family, with a living room, room for the children and the husband and wife, with a kitchen, a toilet and bath, and other parts of a house which are to our specification and satisfaction. The right way to construct a house and necessary materials needed, including the specifications, are followed by the carpenter or the house-builder because we did the _____.

right planning

That is only one example of the many uses of good planning so that mistakes can be prevented, time is not wasted, money is properly spent, and so many benefits we can get from good planning. Very clear, is it not?

Now, in the two families given as examples, which of these couples practise good planning? Is it Mang Pedro and Aling Tonia or Mang Bestre and Aling Marta?

Mang Pedro has _____ children only and his family has only _____ members.

two
four

The small-size family of Mang _____ and Aling _____ is a good example of right _____.

Pedro
Tonia
planning

The large-size family of Mang Bestre and Aling Marta is an example of _____.

no planning
good planning
right planning

However, something could still be done to change the course of the lives of the family of Mang Bestre and Aling Marta. They can still do planning for the family to improve their lives. What they need to do is to seek assistance and guidance from experts or people - it could be the doctor, the agriculturist, or any government or private individual who can help them in attaining a better life for their family.

You are now on the last part of this self-instruction on family planning. We are sure that your answers to the questions on the last part were all right. You see, it was very easy and you have profited from this new experience, we are sure. Now then, could you please tell us if you have learned something?

In writing. _____

yes
no

In answering the questions. _____

yes
no

In understanding the message presented. _____

yes
no

You can now plan for your family. _____

yes
no

You can proceed with the next lesson. _____

yes
no

Indeed, you have passed this lesson and you did very well if all your answers to the above questions are in Yes. Very good. Excellent. We congratulate you for your efforts.

In case you have answered No to some of the questions, please go back to page 1 and make a final review. We are sure that you did well, anyway. Again, we thank you and congratulations!

Till the next lesson.

Excerpted from: *The report of team B presented at the Unesco Regional Field Operational Seminar on Post-Literacy Activities Linked with Population and Family Planning Education, Punta Baluarte, 25 March - 14 April 1974.* Manila, Unesco National Commission of the Philippines /1974/, p. 150-158.

CONTENT:	LIFE IN AN URBAN SLUM
OBJECTIVES:	1. *To achieve economic stability for the family through wise money management* 2. *To learn numeracy and arithmetic skills*
METHODOLOGY:	SIMULATION, GAME
LEVEL OF USERS:	PRACTICALLY ANYONE IN FORMAL OR NON-FORMAL SETTING

Description: Barrio is a board game meant to simulate life in an urban slum. The prototype was developed from a knowledge of conditions in Cochabamba, Bolivia. Prices and relationships reflect peso values before the devaluation of 1972. It is felt that this game has value in teaching budgeting and decision-making skills to barrio residents. It could also be used in this present form to teach the dynamics of barrio life to those who are not familiar with Cochabamba or life in a Latin American barrio. It is felt that information on any urban migrant-slum could be substituted. Another possible use, although caution and modification are advised, is to show those who are contemplating migration from the campo to the barrio many of the problems that they will encounter. Barrio is principally a board game with a banker role. It can be expanded to include other roles thus slowing down the pace and including more people and interpersonal relationships.

Operating Time: Very flexible: 30 minutes to infinity.

No. of Participants: 2 (banker and 1 resident) to 12 or more.

Materials:
Game board
Tokens for each player
1 die

Chance Cards--

	No.
Work Bonus-- Collect 100	1
Accused of Theft--Go to Jail	1
Baby has diarrhoea--10	5
Spouse gets typhoid. Pay 30 if not immunized	3
Relatives visit. Add 50 to next food bill	2
Hepatitis strikes. Pay 20 if not immunized	1
You are caught without your military service I.D. Pay 50 to avoid the draft	1
Census--Pay 60	1
You find 10--Collect	3
Church pays you 50 if you are a faithful member	2

Your son cuts his foot. Pay 30 unless immunized for tetanus 4

Lottery--If you hold a ticket you can win

200		1
100	by rolling a 6	2
50		3

Oldest child starts school--Pay 50 for supplies . 1

You break your foot playing soccer 1
Collect 200 for disability but forfeit your next pay check

Robbed--Lose all money not deposited in bank or credit union 2

Wife is bitchy--Go to Chicheria (cafe) . . . 5

Meet friends--Go to Chicheria 5

Contribute 50 to chapel building fund . . . 1

Purchase a mass-60 (minus 20 for faithful members) 1

You get paratyphoid. Doctor's bill is 40 unless immunized 3

Your dog bites a gentleman. Fine is 30 . . . 1

Chicheria Cards--

Having fun. Pay 5 and hang around 5

Fight. Pay 10 X roll of dice and leave . . . 1

Fight. Go to jail 1

Pay 5 and leave 2

Upon Priest's advice you leave, if you are a faithful member 1

Jail Cards--

Pay food bill for 1 week (usually 100) and leave 2

If you are a faithful church member, the priest intercedes and you may leave jail without being fined 2

Pay 30 to police and leave 2

Pay 20 to police and leave 3

Pay 10 for food costs and stay in jail . . . 4

Property Cards--

Lottery, IUD's, tetanus, TPT, Polio, Baby .	10 each
Night Class, Credit Union Membership . .	20 each
Food Coop Membership	10
Kiosko (Vendor's stall)	2
Hepatitis	5

Situation: Each player represents a family with two children which has arrived from the campo looking for a better life in the city. It is assumed that relatives will provide housing during the first day while the father seeks work. The small circle represents a week. Each player must land on a job square to obtain work. He then has the right to enter the larger monthly circle to earn money. A player must spend and save wisely in order to survive.

Rules:

1. Roll dice, multiply by 100 for your starting sum of money.
2. Roll dice and go either direction from start. You must land on a job square to enter the larger circle. Once direction for each circle has been established it cannot change.
3. Collect salary only when passing pay-day.
4. Pay all expenses in red squares when you pass the square. Otherwise you are affected by a square only by landing on it. (N.B. Red squares are those marked food and clothes and rent.)
5. If 2 players land on the same square simultaneously, a fight ensues. Low roll of dice pays 30 fine. High roll pays 10. If tied, both pay 20 fine to police.
6. Church contributions are optional upon passing depending upon whether the player considers himself a faithful member or not. Any player

who lands on a church square must pay, however.

7. A banker keeps track of all transactions and contributions by using a log for each player. He also pays salaries on pay-day.

8. All transactions must be made before the roll of dice and on the involved player's turn. Those transactions dictated by the roll of dice may take place after the dice are rolled.

Roles--Banker: logs all transactions. Makes loans. Gives advice.

Police: collects all fines. Settles all disputes. May refer to Banker for advice if unsure.

Priest: Collects for church. Gives advice. Helps the faithful when possible. Tries to increase church's wealth and membership.

Chichero (Bartender): Collects for use of chicheria. Gives advice.

Doctor: Treats illnesses. Sells injections, IUD's and advice.

Teacher: Hassles everyone about how they or their kids should be in school. Discusses discipline problems.

Comments: In playing this game at the Centre for International Education we found it to be very fast-moving and engrossing. Several alternatives, improvements and clarifications were suggested.

1. A player may purchase immunizations, IUD's, lottery tickets, credit union membership and food coop membership, during any turn. Night classes are purchased, if desired, only when landing on the "night class" square. The kioskos are purchased under the same conditions as the night classes.

2. Instead of the banker handling all transactions on his log, each player might keep a log of his own transactions. The banker could "audit" at any time fining a player 50 pesos for a mistake in logging the transactions.

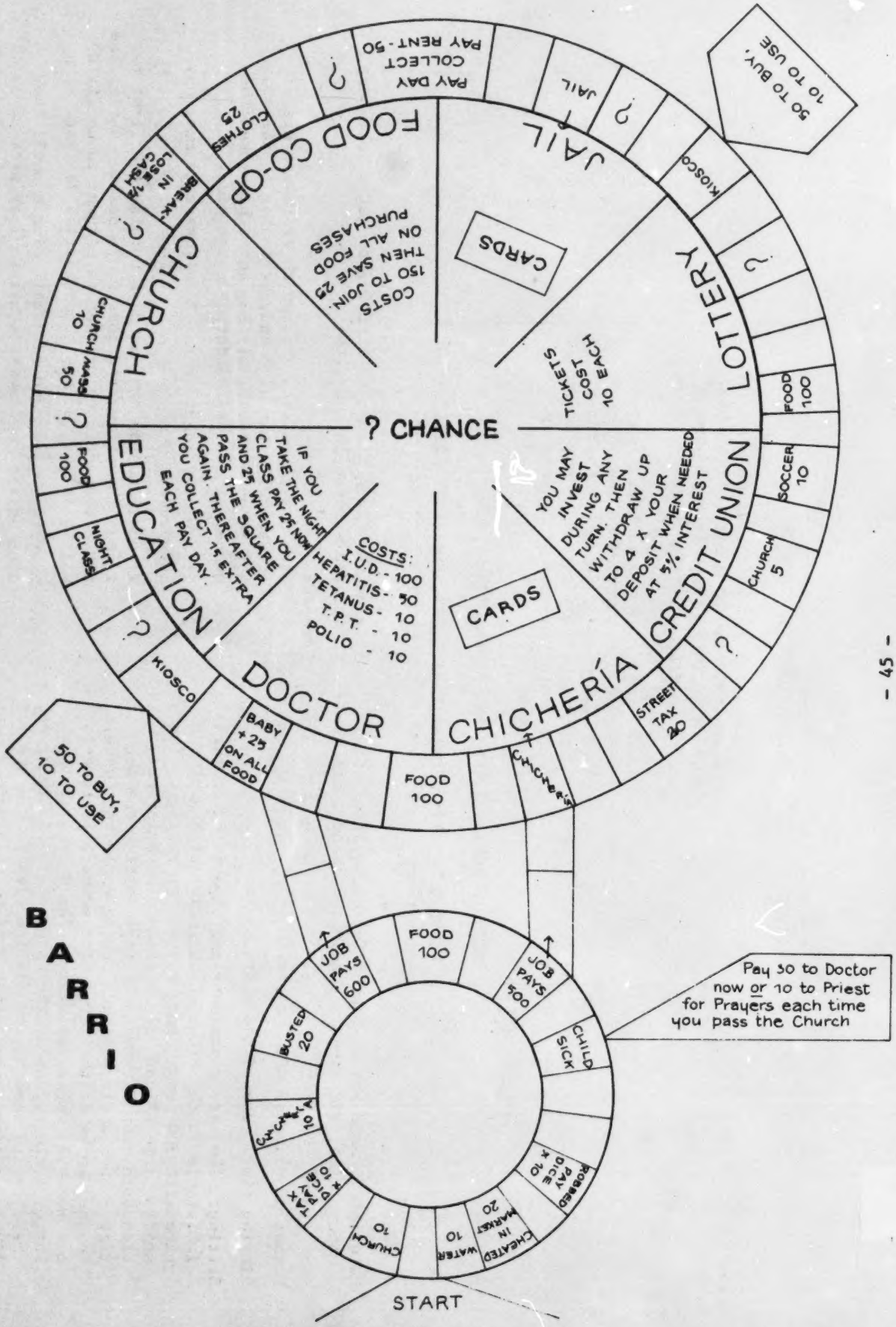
3. The institutions in the game could be reduced to focus on fewer variables (e.g., Food Coop, education and doctor, could be eliminated to focus on the credit union).

4. One of the institutional triangles could be left blank for the members to organize their own institution and determine rules for its use in the game.

5. In introducing the game to new players each player might collect one-half of his pay when landing on the job square of the small circle. This would make it easier to get to the first "pay-day" without borrowing money. It is less frustrating this way.

6. Another circle might be added to represent life in the campo. In this case the option to return to the campo would be provided for the players.

Excerpted from: Etling Arlen, *Collaboration for materials development*, Amherst, Center for International Education, University of Massachusetts, 1977, p. 27-31.


? CHANCE
JAIL
LOTTERY
CREDIT UNION
CHICHERÍA
DOCTOR
EDUCATION
CHURCH
FOOD CO-OP
CARDS
CARDS
TICKETS COST 10 EACH
COSTS 150 TO JOIN. THEN SAVE 25 ON ALL FOOD PURCHASES
YOU MAY INVEST DURING ANY TURN. THEN WITHDRAW UP TO 4 X YOUR DEPOSIT WHEN NEEDED AT 5% INTEREST
COSTS: I.U.D. - 100 HEPATITIS - 50 TETANUS - 10 T.P.T. - 10 POLIO - 10
IF YOU TAKE THE NIGHT CLASS PAY 25 NOW AND 25 WHEN YOU PASS THE SQUARE THEREAFTER YOU COLLECT 15 EXTRA EACH PAY DAY.
50 TO BUY, 10 TO USE
50 TO BUY, 10 TO USE
PAY DAY COLLECT PAY RENT - 50
JAIL
KIOSCO
FOOD 100
SOCCER 10
CHURCH 5
STREET TAX 20
CHICHERÍA
FOOD 100
BABY + 25 ON ALL FOOD
KIOSCO
NIGHT CLASS
FOOD 100
CHURCH MASS 50
CHURCH 10
BREAK-IN LOSE 1/4 CASH
CLOTHES 25
BARRIO
START
CHURCH 10
WATER 10
CHEATED IN MARKET 20
ROBBED PAY DICE x 10
CHILD SICK
JOB PAYS 400
FOOD 100
JOB PAYS 600
BUSTED 20
TAX PAY DICE x 10
CHURCH 10
Pay 30 to Doctor now or 10 to Priest for Prayers each time you pass the Church

CONTENT:	IMMIGRATION; 'SHANTYTOWN'*
OBJECTIVES:	*To model the situation facing a recent rural immigrant to a city. The simulation is intended to help players:* *1. To understand the problems faced by recent immigrants;* *2. To experience the economic demands required to survive in the city;* *3. To learn about urban institutions such as employment and money-lenders;* *4. To learn numeracy or arithmetic skills.*
METHODOLOGY:	GAME AND SIMULATION
LEVEL OF USERS:	SEMI-LITERATE AND ILLITERATE ADULTS

Materials. Game board, tokens for each player, play money, dice, and cards representing chance, employment, bar and rent.

Number of players. Two to six.

Playing time. One to two hours.

Setting. The game represents the experience of rural immigrants to the city. Each immigrant begins the game with 300 pesos brought from the village. The small circle (Figure 2) represents unemployment, with each turn around the circle representing one week of time. When a player lands on the employment square he then moves to the large circle which represents one month of employment time. The squares on the large circle represent the major costs of living in the city and some of the difficulties people are likely to experience. Rent must be paid once a month, food bills four times a month. Wages are paid twice a month. Each player is striving to get a job, keep it, and survive in the city.

Process.

1. Each player selects a token to represent his progress, rolls the dice and, beginning at the *start* square on the small circle, moves his token the number of spaces indicated on the dice.
2. If a player lands on the *food* square he must pay 100 pesos.
3. If one lands on *rent* he pays nothing the first two times; thereafter the cost is 75 pesos. During the first two weeks the player is assumed to be living with a friend, so his accommodation is free.
4. Players move around the small circle until they land on the *employment* square. They pick up an *employment* card which indicates the type of work,

104

* The game of 'Shantytown' is an adaptation of a game designed by Arlen Etling to represent the problems faced by urban immigrants in Bolivia. The original game is entitled 'Barrio'.

105

the pay, and the duration of employment. The player can accept the job and move to the *employment* square on the large circle, or refuse it and continue in the small circle. Players receive half of their monthly pay each time they pass the *salary* squares on the large circle. Sample *employment* cards:

A. Full-time job cleaning a store. Pay 750 pesos per month. Allowed to keep the job unless you become drunk or fail to appear for work.

B. Part-time work as a gardener. Pay 400 pesos. Duration: two months until winter comes.

5. Players use the dice in turn, moving the number of squares shown on the dice. Landing on *food* or *rent* means immediate payment of the sum indicated. A player is allowed to skip payment of the *food* cost only once, then he loses his job and returns to the village, unless he can borrow money to return to the unemployment circle.

6. Landing on the *bar* square means the player must take a *bar* card. Sample *bar* cards:

A. Have a good time. Buy drinks for your friends. Pay 40 pesos.

B. Drink too much, get in a fight, go to jail. Lose one turn, pay 50 pesos fine.

7. If a player lands on *rent* and cannot pay he draws a *rent* card. Sample *rent* cards:

A. Landlord agrees to accept half the rent. Pay the rest at your next salary payment.

B. Landlord evicts you. A friend agrees to let you stay, but only for two weeks.

C. Landlord evicts you and sets police to catch you. If you cannot borrow the money you must go back to the village to escape the police.

8. If a player lands on *chance* he must draw a *chance* card. Sample *chance* cards:

A. You become ill from eating bad food. Doctor treats you for 40 pesos.

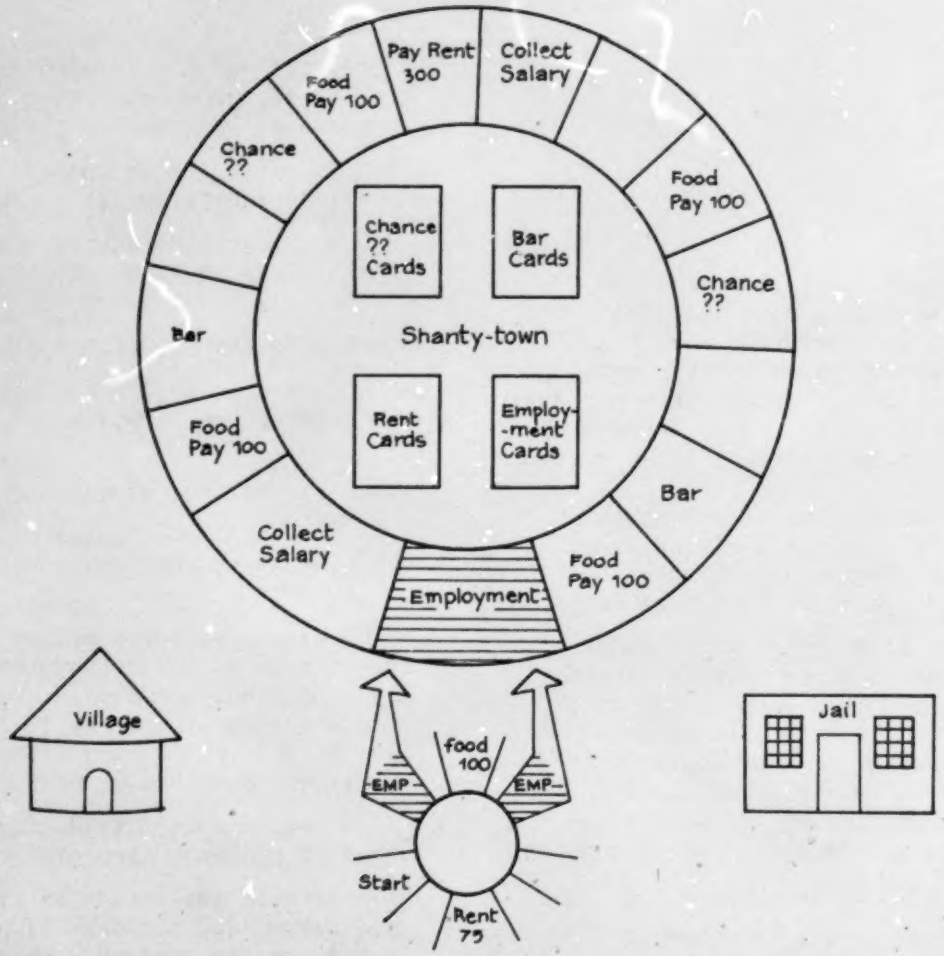
B. A policeman stops you and asks for your work permit. You do not have one since they are very hard to get. You are forced to pay him 60 pesos to avoid being put in jail.

C. You find 25 pesos in the street.

9. At any time a player can borrow money from the money-lender. He will lend money in amounts of 100 pesos up to 500 at once. Interest must be paid on the loan of 10 per cent each time you pass the *employment* square. No player can have more than 500 in debt. If you cannot pay the interest, you risk being badly beaten or killed, and must return to the village to escape.

10. Play continues until all players have been forced to return to the village or until the instructor feels enough experience has been gained to provide a basis for an analysis of what is happening.

Comments. This is only a skeleton of the game to provide a sense of how it might work. Many other activities could be added. For instance, a health square and cards that stressed the costs of not eating properly; or a consumer co-operative which could be joined to lower food costs; or training courses that could be taken to improve chances of getting a better job.



Excerpted from: Evans, David R. *Games and simulations in literacy training.* Amersham, Bucks, Hulton Educational Publications/Tehran, International Institute for Adult Literacy Methods, 1979. (Literacy in development: a series of training monographs), p. 24-26.

CONTENT:	'MARKET' AND MANAGING RESOURCES
OBJECTIVES:	1. *To provide practice in addition and multiplication.* 2. *To use the concept of unit prices for comparison.* 3. *To practise alternative combinations of market goods for the same set of resources.* 4. *To provide the basis for discussions of economic issues related to markets.*
METHODOLOGY:	GAME, ROLE-PLAYING
LEVEL OF USERS:	ILLITERATE AND SEMI-LITERATE ADULTS

Materials. Two decks of cards are needed. One contains cards with quantities of money marked on them. The other set has cards with market goods written on them.

1. *Money deck* - approximately fifty cards. For instance there might be ten cards of 1 peso each, four of ½ peso, ten of 2 pesos, ten of 5 pesos, etc. The object is to have enough cards of various denominations so players can engage in realistic market transactions. The amounts should be such that a player given three to five cards would have a total amount of money which was realistic for members of that group when they go to market.
2. *Commodity deck* - approximately fifty cards. Each card represents so many units of a common market item, and the price for one unit. A card might contain two litres of kerosene at 8 pesos/litre, four kilogrammes of potatoes at 6 pesos/kilo, etc. The commodities and the quantities should be chosen to represent real purchases which a group member would be likely to make. In order to represent local conditions accurately, the unit price for a commodity would be different if a different quantity was purchased. This should be indicated on the cards.

Number of players. Two to eight.

Process.

1. *Market rummy.* Each player is dealt two money cards and two commodity cards. The first player then draws another card from either deck. Using his five cards, he then tries to match one or more commodity cards with one or more money cards. (E.g. two litres of kerosene fit 8 pesos/litre with three money cards 10 + 5 + 1 = 16 pesos). He shows the set to the others. If it is correct he places it in front of him. The next player takes

his turn. The round finishes when one player is out of cards.

2. *Bartering.* Use only the commodity deck. Each player is dealt four cards. Play as in 'Market rummy' but a set consists of combinations of different commodity cards that are equal in value. (Two litres of kerosene at 8 pesos/litre four kilos of rice at 4 pesos/kilo.) Rules can allow approximate matches if necessary, for instance within one peso. It can also be played by giving each player an initial crop which he takes to market - such as twenty-five kilos of rice - with which he is to buy food for the family.

3. *Market basket.* Each player is given a sum of money representing a week's resources. He must go to market and buy commodities which represent his family's needs for a week. Other players can be sellers of goods - one for vegetables, one for non-food items, one for meats, etc. Sellers hold appropriate commodity cards which they display in front of them. Buyers negotiate and exchange money cards for commodities. At the end each buyer's combined selection is discussed in terms of nutrition, meeting his family's needs and alternative combinations.

Comments. Initially, many players may be unable to cope with unit prices requiring multiplication. The same cards can be used, ignoring the units, and just taking each card as one unit. Cards will have to be added to play some of the more realistic games so that change can be made easily. Where available, play-money might be a good substitute for the money cards, especially for the market simulations.

Excerpted from: Evans, David R. *Games and simulations in literacy training.* Amersham, Bucks, Hulton Educational Publications/Tehran, International Institute for Adult Literacy Methods, 1979. (Literacy in development: a series of training monographs), p. 74.

CONTENT:	BUILDING A COMMUNITY; COMMUNITY SELF-HELP; THE COMMUNITY GAME OR GOTONG ROJONG
OBJECTIVES:	1. *To learn about community self-help* 2. *To understand ways in which personal resources can be shared to increase community well-being and to involve all the villagers in a discussion and analysis of these issues.*
METHODOLOGY:	GAME
LEVEL OF USERS:	RURAL ADULTS

Components:
- 1 game board
- 2 sets of meeting cards
- 1 set of clinic cards
- 1 set of coffee house cards
- 1 set of rice field cards
- 1 set of recreation cards
- 1 set of market cards
- 1 set of bathing area cards
- 1 set of school cards
- 25 chips each for resources (education, wealth, necessities, right living, health, happiness)
- 1 marker for each player
- 1 die or spinner
- 9 role cards (village head, school teacher, doctor, extension worker, merchant, farmer, 3 poor farmers)

Situation: Each player represents a family in the community. The objective is to achieve a strong community through Gotong Rojong.

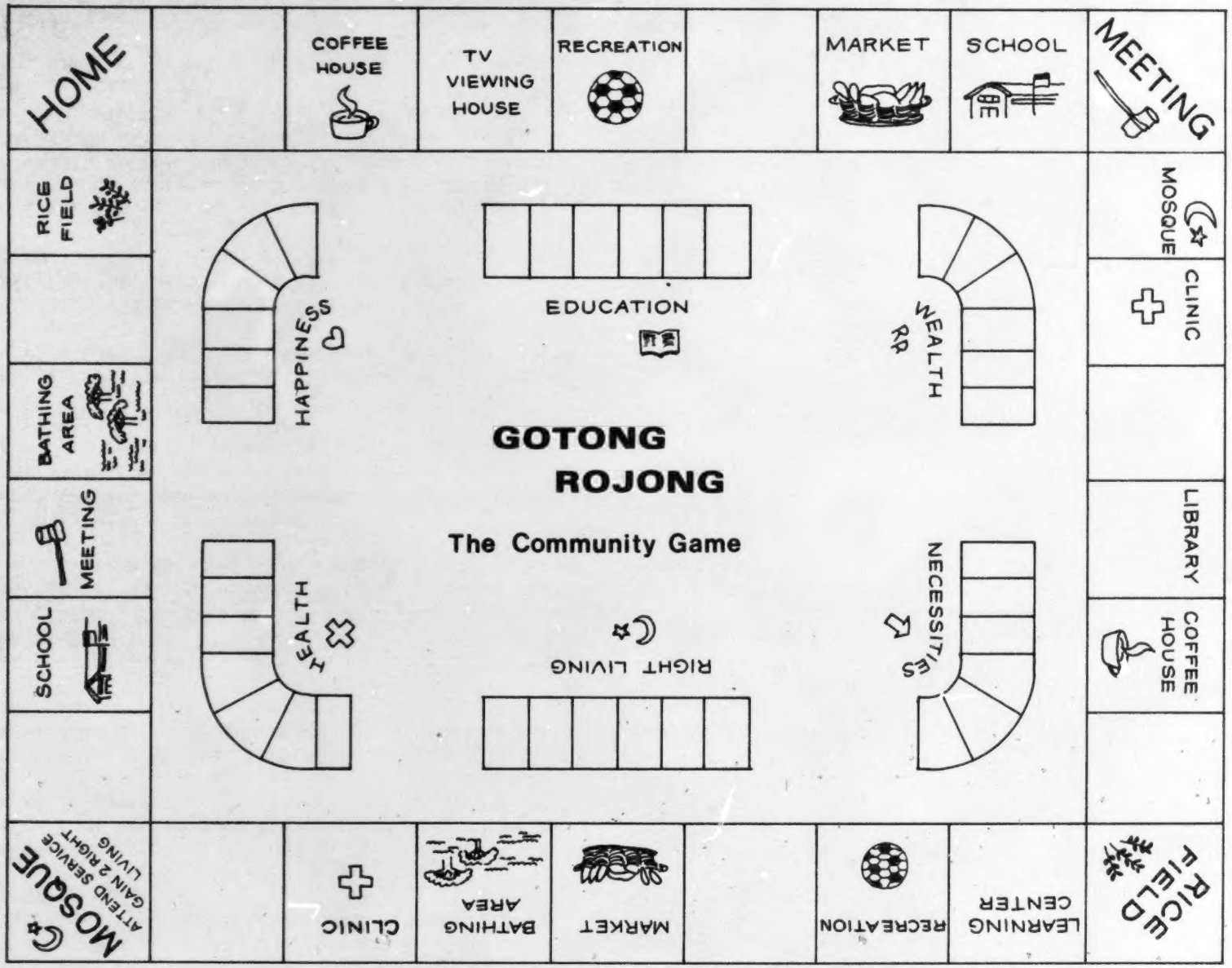
Rules:

1. Each player draws a role card.
2. Each player collects the resources which his card indicates.
3. Extra resources are put in area marked "immobilized resources".
4. Players take turns advancing around the squares starting on the meeting square. After completing one circuit, players may transfer resources to the community (inner circle). However, a player must always retain one of each kind of resource if possible. Players who are out of one resource cannot contribute another resource to the community. Nor can they move until someone else helps them by contributing the needed resource.
5. The game is won when all of the inner circle spaces are filled with a resource. At this point the successful community has been built.

6. When a player lands on the meeting square, a meeting is called. All players stay where they are on the board but all participate in the meeting.
7. When the community or a player "loses" resources, they are returned to the "immobilized resource" area.
8. Any player whose wealth exceeds that of the village head may trade roles with the village head.
9. To make the game go faster all resources on the board and the cards CAN BE DOUBLED.

Resources given out at the beginning:

Roles	Wealth	Health	Happiness	Education	Necessities	Right Living
Village Head	3	3	3	3	3	2
Doctor	3	3	0	3	3	0
Merchant	2	1	1	2	1	1
School Teacher	1	1	1	3	1	2
Extension Worker	2	2	1	2	2	1
Farmer	2	1	1	1	2	0
Poor Farmer	1	1	1	1	1	1
Poor Farmer	1	1	3	1	1	3



IMMOBILIZED RESOURCES

Meeting Cards:

Should a well be built for the community? Gain 2 health and 2 happiness for community. Cost to members is 1 necessity each.

Doctor says everyone in the community needs vaccinations. Community pays doctor 2 wealth but community gains 2 health if it agrees.

Farmers are unhappy about irrigation arrangement. Agreement will cost the community 2 happiness but gain 2 necessities.

Village head proposes a tax of 2 wealth or 1 necessity on each player.

Farmers request evening classes for literacy and skills. If someone agrees to teach, the community gains 1 education.

Doctor claims the merchant owes him for services. Merchant claims the doctor owes him for purchases. If the community decision makes everyone happy, community gains 1 happiness.

Harvest festival is proposed. If accepted the community will gain 3 happiness but must give up 3 wealth.

The Extension worker needs to move his house. If the community agrees, each member gives 1 necessity to the community.

The poor farmers propose forming a credit union. If the proposal is accepted each player must contribute 1/2 of his wealth to the community (fractions are counted as whole to be retained by the player).

Office is needed for village head. Cost is 1 wealth or 1 necessity per member. Community receives the members' contributions.

Recreation Cards:

Playing soccer near mosque on Friday. Lose 1 right living.

Son skips school to play soccer. Lose 1 education.

Good exercise. Gain 1 health.

Have fun with friends. Gain 1 happiness.

Injured! Lose 1 health and 1 happiness.

Help community build playground. Gain 1 right living, 1 happiness.

Coffee house cards:

Fight! Lose 1 happiness, 1 right living.

Waste money gambling. Lose 1 wealth, 1 right living, 1 necessity.

You do not pay your bills. Lose 1 right living.

Meet friends. Gain 1 happiness.

Pay cash. Gain 1 right living.

Home cards:

Family members help each other. Gain 1 right living.

Home industry brings you 1 wealth, 2 necessities.

Keep animals away from house. Gain 2 health.

Due to family planning, you gain 1 wealth, 1 health, and 1 happiness.

Improve your house. Gain 1 necessity.

Too many children. Lose 1 wealth, 1 health, 1 necessity.

Daughter marries young. Lose 1 happiness, 1 right living.

Get disease from unsanitary conditions. Lose 1 wealth, 1 necessity.

Bad relationships in family. Lose 1 happiness.

Save money. Gain 1 wealth, 1 necessity.

Birth! Gain 1 happiness. Lose 1 necessity, 1 wealth.

Home industry brings you 1 wealth.

Wedding! Gain 2 happiness, lose 2 wealth.

Burial! Lose 1 happiness and 1 wealth.

Family members teach each other. Gain 1 education and 1 necessity.

Bathing Area cards:

Practise sanitation. Gain 1 health.

Loan your soap to a neighbour. Gain 1 right living.

Gain new friend. Gain 1 happiness.

Meet friends. Gain 1 happiness.

Clothes are stolen. Lose 1 happiness, 1 necessity.

Keep yourself clean. Gain 1 health.

Clinic cards:

Visit clinic for free check-up. Gain 1 health.

Vaccinated for cholera. Gain 2 health and 1 happiness.

Receive instruction in family planning. Gain 1 education.

Vaccinated for typhus. Gain 1 health.

Hit by car. Lose 1 health, 1 wealth and 1 happiness.

Doctor charges too much. Lose 1 wealth and 1 happiness.

No doctor. Lost 1 happiness and 1 health.

Catch malaria. Lose 1 wealth, 1 health.

Catch cholera. Lose 1 health, 1 happiness, 1 wealth.

Rice Fields:

Invest money wisely. Gain 1 wealth.

Good crop. Gain 2 wealth and 2 necessities.

Work hard for good crop. Gain 2 wealth and 2 necessities.

Good crop. Gain 1 wealth, 1 necessity and 1 happiness.

Bad weather. Lose 1 wealth, 1 happiness, 1 necessity.

Injured during work. Lose 1 happiness, 1 wealth.

Neighbours help with harvest. Gain 1 happiness, 1 necessity, 1 wealth.

You help neighbour with harvest. Gain 2 right living.

Extension agent teaches you better crop practice. Gain 1 education.

Refuse to help a neighbour in need. Lose 1 right living.

Disease harms crop. Lose 1 wealth.

Market:

Invest money wisely. Gain 1 wealth.

Extra job earns you 1 wealth and 1 necessity.

You practise fair dealings in market. Gain 1 right living.

You spend wisely. Gain 2 necessities and 1 wealth.

You waste your money on silly items. Lose 1 necessity and 1 wealth.

Cheated! Lose 2 happiness and 1 wealth.

Good prices! Gain happiness and 1 wealth.

Good quality! Gain 1 happiness, 1 wealth, 1 necessity.

You bargain well! Gain 1 wealth and 1 happiness.

Meet friends. Gain 1 happiness.

You buy bad quality products. Lose 1 happiness, 1 wealth and 1 necessity.

School:

Learn good health practices. Gain 1 health.

Materials cost you 1 wealth.

Bad conduct! Lose 1 happiness and 1 education.

Good conduct! Gain 1 happiness and 1 education.

Daughter studies hard. Gain 1 education.

Attend night class to improve skills. Gain 1 education and 1 happiness.

Son cheats. Lose 1 happiness and 1 right living.

You learn a home industry. Gain 1 wealth, 1 education and 1 happiness.

Teacher doesn't arrive. Lose 1 education.

Your son studies hard. Gain 2 education.

Excerpted from: Etling, Arlen. *Collaboration for materials development.* Amherst, Centre for International Education, University of Massachusetts, 1977, p. 35-42.